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ABSTRACT

This study, by examining how female post-secondary students view themselves within their college environment, attempts to determine how education can become more relevant for these women. Random samples of freshmen women students from four community colleges were selected according to the type of program in which they were enrolled--human service, business-commercial, or baccalaureate. These groups were examined in terms of four components of their self-concepts: social, occupational, academic and personel. The primary orientation for each respondent was determined, based on interviews at the beginning and end of the freshman year. Data was gathered concerning self-concept, degree of achievement and satisfaction at the end of the freshman year, realism of attitudes, college attended, and father's occupation. Recommendations were: (1) during the summer after high school graduation, female students should be provided with an intensive guidance-counseling service; (2) the study should be continued to detect effects of different schools and curriculum in terms of student profiles; (3) a study should be conducted regarding the effects of prospective marriage on the orientation of freshmen women toward their future; (4) a follow-up study of community college female students should be conducted; and (5) a comparative study of women entering the work force directly after high school graduation and those who first complete a community college program should be initiated. (Author/RN)

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The Pennsylvania State University

Department of Vocational Education
University Park, Pennsylvania

Final Report

THE DIFFERENTIAL EFFECTS OF SELECTED PROGRAMS ON THE PERFORMANCE, DEGREE OF SATISFACTION AND RETENTION OF COMMUNITY COLLEGE WOMEN STUDENTS

PROJECT NO. 1-C-067

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ABSTRACT

Four community colleges, two in urban environs, and two that serve as regional community colleges, were selected. Three groups of freshman women students, identified in terms of the programs in which they were enrolled (human service related, business--commercial related, baccalaureate oriented curriculums) were selected by stratified random sampling. They were examined in terms of four components of their self-concepts: social, occupational, academic and personal. From this, the primary orientation for each respondent was determined, based upon two interviews (beginning of the freshman year and at the end of the freshman year).

Results relating to the SOAP profiles, degree of achievement and satisfaction at the end of the freshman year, realism, college attended, and father's occupation are reported herein. The conclusion section is followed by six recommendations for further studies relating to community college female students.

PREFACE

The original design and conduct of this study was a cooperative venture between the late Dr. Joseph T. Impellitteri and this investigator. Professor Impellitteri met with an untimely death on May 7, 1972 in an automobile accident. Dr. Impellitteri was a leader in the field of educational research although he was only 36 years old at the time of his death. This investigator has sorely missed his presence and will continue to sense his absence for a long time.

Many persons helped in this effort. First, I wish to thank the presidents of the four community colleges for their willingness to cooperate. Special credit needs to be given to Dr. Selgas (Harrisburg Area Community College), Patricia McDonald (Allegheny County Community College), Mr. Freas (Bucks County Community College), and Dr. Sherwood (Community College of Philadelphia) for arranging interview schedules and providing physical facilities for conducting the interviews as well as furnishing additional demographic data.

A number of graduate assistants in the Department of Vocational Education of The Pennsylvania State University were involved with this effort at one time or another. Patricia McAlister provided help in monitoring the interview arrangements and accumulation of interview data. Patrick O'Reilly, by assisting both during the interview phase as well as during the statistical analysis phase, made important contributions to this investigation. Eugenio Basualdo, Thomas Enderlein, David Wu, David Ryder, and John Glenn are other graduate assistants to whom the author wishes to express his appreciation. Special thanks is offered to Dr. Jerome Kapes for his availability for consultation relative to the statistical analysis. Any errors or omissions are attributable directly to the author.

The author hopes this report will make some small contribution to the field of knowledge related to the community college female student.

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INTRODUCTION

The Problem

The emergence of the two-year college student as a major input into Vocational Education is a phenomenon of recent times, especially the last ten years. This has largely been a part of the growth in the number of enrollments in two-year colleges (Harper, 1970). In 1960, there were 663 junior colleges with a total enrollment of about 640,000. About one-third (1/3) of these students (i.e., 210,000) were in occupational type curriculums. In 1969, the number of two-year colleges increased to 1,038 with a total enrollment of 2,186 million. If one-third (1/3) of these were in occupational programs, over 700,000 junior college students were in educational programs in preparation for jobs. This approximation agrees with federal government data (HEW-Z22), which has reported post-secondary vocational program enrollments to be 207,000 in 1965 and 706,000 in 1969.

Indications are that the increased enrollments in post-secondary vocational curriculums also extends to women. Federal data for 1968 confirm this assumption (HEW OE-54003-68).

1. All students in all occupational programs less than 4 years in length:

Female	228,233	38.77 percent
Male	360,310	61.22 percent
Totals	588,543	100. percent

2. All students in occupational programs in two- year institutions:

Female	194,875	38.74 percent
Male	308,064	61.25 percent
Totals	502,939	100. percent

The proportion of females to males in the overall enrollment in Pennsylvania Community Colleges has been found to be about 35 percent women and 65 percent men (Calabrese, 1970). This ratio holds as well for each of the following categories:

A. Degree Credit Curriculums;
B. Unclassified Students;
C. Non-Degree Students.

In the private junior colleges of Pennsylvania, enrollments in degree credit curriculums is 40 percent female and 60 percent male.

It seems reasonable to assume, based on the above data (national and state) that the proportion of female to male students in Pennsylvania Community College Vocational Programs is about the same (i.e., about 35 percent female). It has been reported (Sheppard, 1970) that there are about 26,000 full-time students in Pennsylvania community colleges for the 1970-71 academic year. Assuming that 35 percent of these are women, it is estimated that there are about 9,100 females as full-time students in the community colleges during this academic year, and it is estimated that 3,200 of these are in occupational programs. Considering the national trend, it seems safe to assume the number of women in post-secondary occupational programs in Pennsylvania will increase with at least the same rate in which the overall enrollments in the two-year colleges continue to grow.

With the role of women in the world of work becoming increasingly more important, there arises a concern for how post-secondary age female students view themselves (occupationally, academically, personally, and socially) within the framework of the colleges in which they are enrolled. Knowledge of these self-concepts for community college female students, both at the time they begin the program and when they are graduates, enable us to identify a number of vital relationships between the student and the program. This in turn provides a viable basis for inaugurating improvements in student-program matching. If this is achieved, then the probability of the student gaining a feeling of success and self-satisfaction from completing the program is enhanced. Those who graduate with such feelings would be the individuals most likely to carry them to their first jobs. Other studies have found that an individual who enjoys feelings of success and self-satisfaction in relationship with his occupation is most likely to be vocationally stable, and therefore become most productive (Holland, 1966).

The Developmental Framework

The response to the above concern is the basis upon which the conceptual framework for use in the proposed study has been formulated.

There is evidence from the literature that two-year college students are less self-confident in terms of their academic abilities than are their counterparts in senior colleges (Knoell and Medsker, 1965; Astin, 1967). These studies, as a whole, fall short of:

A. distinguishing the occupational students from the baccalaureate bound students in the community college;

B. distinguishing the difference between female and male students by program (occupational versus academic);

C. distinguishing the difference among female students by program (occupational versus academic).

This study seeks to provide evidence regarding the effects of "occupational" versus "academic" programs on the women students' performance, degree of satisfaction, and changes in self-concepts.

Differences in the personal objectives of students in junior and senior colleges have been reported (Scope, 1967; Astin, 1967; Medsker, 1967; Warren, 1966). One recent study reported on student expectations of their studies to increase their effectiveness at work (Gillie, 1969). In all of these studies, there was no attempt to separate the women students from the overall student body; nor was there any serious attempt to examine their personality characteristics in terms of program type (occupational versus academic). We need more information about female junior college students in terms of their values, feelings about themselves, and their relationship with others. The proposed study will seek to examine women students in both occupational and academic curriculums in an attempt to obtain more information about these aspects of their self-concepts.

The manner in which junior college students view themselves occupationally has been reported in several studies. The (present) research shows that two-year college students are influenced more by

practical than intellectual considerations than found for entering four-year college students (Richards and Braskamp, 1967; Baird, 1967; Knoell and Medsker, 1964). The SCOPE study found that the vocationally oriented type junior college had its greatest appeal for the non-college and junior college groups, although it scored a poor second in the preferences (the friendly, activity oriented type junior college was preferred by the majority of community college students). Also, biographical inventory data of the Comparative Guidance and Placement Program showed that more than 70 percent of the junior college students agreed with the statement: "The main reason for continuing your education beyond high school is to prepare for a job that pays well" (Cross, 1968). Most of the studies relating to occupational choice focus most heavily on the junior college student who is oriented toward transferring to a senior institution.

Data obtained from the SCOPE study and the Biographical Inventory data of the College Board's Comparative Guidance and Placement Program show that:

1. More than half of the junior college sample want help with educational and vocational plans.
2. All groups of young people aim at upward mobility that will enable them to achieve a higher occupational level than that of their fathers.
3. The aspirations of many junior college students are destined to be frustrated in terms of actual occupational-educational achievement.

As was stated earlier, very few of the cited studies singled out junior college women as a major focus of their investigations. The three major findings reported above are examined in this study. First, since the majority of junior college students place considerable importance upon their vocational aspirations, obtaining information relating to this should be a relatively simple procedure. Secondly, an assessment of the student relative to the degree of realism associated with occupational aspirations can be made (since certain academic and intellective information will be available. Utilization of the Holland congruency model (Holland, 1966) for this assessment was not as fruitful as first hoped.

The social interests of junior college students have been reported in several studies. The SCOPE study, referred to earlier, asked a group of high school seniors to select the type of college that they would like to attend (from among four carefully described types). Very few of those who went on to a two-year college selected the purely social type college, but the majority of them selected the "friendly--activity oriented" type, which also has a strong social orientation. Similar findings were reported by Peterson (1965).

A review of the literature leads us to believe that very little is known about the self-concepts of female community college students in terms of occupational, academic, personal, and social proclivities, which also influenced the investigators in selecting the area of study.

Objectives

Three groups of community college freshman woman students have been identified in Phase I of this study in terms of the programs in which they are enrolled. These generic groupings were:

Occupational

O_1 = Human Service Related Curriculums

O_2 = Business--Commercial Related Curriculums

Academic

Baccalaureate Oriented Curriculums

The selected sample has been examined in terms of four components of their self-concepts: Social, Occupational, Academic, and Personal. From this, a SOAP profile for each respondent has been developed. The selected women were interviewed twice during the first phase of the study:

T_1 = beginning of the freshman year;

T_2 = end of the freshman year.

The SOAP profile serves as the basis for assessing the changes in self-concepts experienced by the respondents over the one-year period of time.

The objectives of the entire study are as follows:

I. An intergroup examination of community college woman students at the time they enter the freshman year (T_1). The following comparisons will be made:

   A. SOAP Profiles

      1. Occupational ($O_1 + O_2$) / Academic (A).
      2. O_1 / O_2

   B. Degree of Realism

      1. ($O_1 + O_2$) / A
      2. O_1 / O_2

II. An intergroup comparison of community college women students at the end of the freshman year (T_2). To identify the differential effects of the three kinds of program after one year. The following comparisons were made in the late spring.

   A. SOAP Profiles

      1. ($O_1 + O_2$) / A
      2. O_1 / O_2

   B. Degree of Achievement and Satisfaction

      1. ($O_1 + O_2$) / A
      2. O_1 / O_2

   C. Degree of Realism

      1. ($O_1 + O_2$) / A
      2. O_1 / O_2

   D. Retention/Dropout

      1. ($O_1 + O_2$) / A
      2. O_1 / O_2

   E. College Attended

      1. ($O_1 + O_2$) / A
      2. O_1 / O_2

F. Father's Occupation
   1. $(O_1 + O_2) / A$
   2. O_1 / O_2

III. To find the individual changes that have occurred during the one-year period. The following were examined for longitudinal changes:

A. SOAP Profiles
B. Achievement and Self-Satisfaction
C. Realism
D. Retention/Dropout.

PROCEDURES

1. Selection of the Colleges

At the time when this study began, there were 15 public community colleges in the Commonwealth of Pennsylvania. The two major distinctive types, in terms of geographical areas served by these institutions, were: 1)the urban community college; 2) the regional community college. The urban type, depicted by those found in Philadelphia and Pittsburgh, draw upon youth living within the limits of the city for their student clientele. The regional type, on the other hand, more likely have a student body made up of youngsters from suburban and rural type communities. In the interest of trying to maintain a balance so that the sample would contain a normal distribution of students from within Pennsylvania; two urban and two regional type community colleges were selected by the investigators. These institutions were:

I. Urban

1. Community College of Philadelphia
2. Allegheny Campus of the Community College of Allegheny County

II. Regional

3. Bucks County Community College
4. Harrisburg Area Community College

2. Selection of the Sample

Upon selection of the colleges, the investigators then proceeded to obtain permission from the president of each college to conduct the study at their respective campuses. Each president also indicated the individual within the administrative structure of that college with whom the investigators were to work in the process of preparing for and conducting the study. This involved selecting the students, scheduling the interviews, providing facilities for the interviews, and obtaining additional demographic data on those chosen. The assigned persons were found to be most cooperative and helpful.

It was determined that the four selected colleges would have just over 4,000 girls entering the freshman class in the fall of 1971 (based on the enrollment experience of 1970). The investigators first considered interviewing 500 of these freshman girls, which represented 12.45 percent of the entering first year female students. The next step was to stratify according to institution, so as to assure that each of the colleges contributed their proportional part of the study sample. The sample randomly drawn from each of the schools, along with the proportion of the entire sample it represented, is depicted in Table 1.

Those randomly selected to participate in the study were introduced to the investigation through a letter (see Appendix A). This letter, which carried the signatures of the investigator and an appropriate administration official of the college, also requested them to call a specific office in the college to make an appointment for their interview. Almost 46 percent of those chosen elected not to come in for an interview, resulting in 54.3 percent of the sample showing up for the first interview (see Table 2 for breakdown by institution). It should be noted at this time that there was a further attrition of the sample by the conclusion of the second interview period. Only 23 percent of the original sample, or 42 percent of those who submitted to a first interview, came in for a second interview. Therefore, a total of 115 freshman girls represent the group that submitted to both interviews and completed their first year in their respective institutions.

3. Preparation for the Interviews

Seven persons were selected and trained to be interviewers. Several training sessions were held well in advance to the first group of interviews. Included in the orientation of the interviewers was careful instruction in how to record the interviews on a tape recorder, after receiving permission to do so from the interviewee.

TABLE 1

PROPORTIONAL DISTRIBUTION
OF ORIGINAL SAMPLE

College	No. of Incoming Freshman Girls (Fall 70)	Sample Size	% of Total Freshman Girls from 4 Schools
Bucks	1,047	131	26.1
Allegheny	867	108	21.6
Community College of Philadelphia	1,239	155	30.1
Harrisburg Area Community College	860	107	21.4
TOTAL	4,013	501	99.2*

*Not 100% due to rounding.

TABLE 2

ATTRITION OF SAMPLE

BETWEEN ORIGINAL, 1st INTERVIEW AND 2nd INTERVIEW

College	Original Sample	First Interview	% of Original	Second Interview	% of First Interview	% of Original
Bucks	131	67	51.1	30	44.8	22.9
Allegheny	108	75	69.4	21	28.	19.4
Community College of Philadelphia	155	57	36.8	28	49.1	18.1
Harrisburg Area Community College	107	73	68.2	36	49.3	33.6
TOTAL	501	272	54.3	115	42.3	23.0

4. The First Interviews

Interviews with students in each of the colleges were held in a preselected successive two or three day period, with each student making an appointment for the time of her interview. This permitted maximum utilization of the interviewers. Physical facilities in which the interviews were to be conducted were made with considerable difficulty, because of the overcrowded conditions that existed in each of these institutions during the first weeks of the fall semester. Each interview averaged out to be from 15 to 20 minutes long. They were based upon the stimuli questions provided to the interviewers.

During the appointed time for each interview, the student was asked to complete the Holland's Vocational Preference Inventory. The interviews and administration of the Holland Inventory were completed by the third week of the fall semester in each of the four schools. Unfortunately, the great majority of the results fell within the "not interpretable" category.

5. The Second Interviews

The 272 students interviewed during the early weeks of the fall semester (1971) were again contacted the following spring (1972). They were asked, via a special letter (displayed in Appendix B), to call a certain office to make an appointment during a predetermined three day period for a second interview. Only 42 percent of those first interviewed returned for a second interview. The two most major reasons for this high attrition are: first, a number of the students dropped out of school since they were first interviewed; secondly, a few of those who were interviewed the first time and were still in school chose not to be interviewed the second time. Therefore, 23 percent of the original sample ended up being interviewed twice. Most of the analysis provided in the following section deals primarily with this group.

6. Additional Demographic Data

In order to obtain additional basic data about the interviewees, additional demographic information was obtained. In some

cases it was provided by the student during the second interview while some of the other data, particularly the cumulative point average at the end of the year, was provided by the Dean of Students' Office in each of the colleges. The kind of additional data obtained is displayed in Appendix C.

7. Statistical Procedures

The Chi-Squared Analysis was used to ascertain relationship between: 1) college versus other factors; 2) curriculum versus other factors; 3) marital status versus other factors; 4) marriage plans versus other factors; 5) SOAP profile versus other factors; 6) program versus other factors; 7) institution (planned or not planned to attend) versus other factors; 8) realism versus other factors; 9) primary orientation (VPI) versus other factors; 10) secondary orientation versus other factors; 11) consistency versus other factors; 12) father's occupation versus other factors; 13) father's education versus other factors; 14) social class versus other factors; 15) mother's occupation versus other factors; 16) mother's education versus other factors; 17) length of marriage versus other factors; 18) husband's occupation (if married) versus other factors; 19) husband's education (if married) versus other factors; 20) satisfaction with program versus other factors; 21) self-satisfaction versus other factors; 22) realism (2nd interview) versus other factors; 23) primary orientation versus other factors; 24) future plans versus other factors; 25) self-assessed grades versus other factors; 26) change in curriculum from fall versus other factors.

The Pearson Product Moment Correlation Coefficients for 21 basic variables were computed. A number of the correlation coefficients were found to be significant to the .05 to .001 levels. The 25 combinations which had significant correlation coefficients between these levels are shown in Appendix D. Those relationships with correlation coefficients of less than 0.50 were not considered in the results section.

A one-way analysis of variance was conducted for a number of the variables. Only a few relationships were found to be significant, which are described in the Results section.

RESULTS

A. The Chi-Squared Analysis

The chi-squared analysis was used to ascertain relationships between certain variables. This test indicated the disparities between the actual and expected distribution that did exist between the following:

A. school attended and topics 2,3,4,5,6,7,12,14,15,16,17,18,19, 20,22,25 and 27.

B. curriculum enrolled in and topics 5,6,7,8,16,20 and 21.

C. marital status and topics 4,9,10,11,15,16,17,18,19 and 25.

D. marriage plans and topics 5,6,7,17,18,19,23 and 25.

E. SOAP profile and topics 6,7,8,17 and 22.

F. program suitability to life plans and topics 7,9, and 22.

G. institution (planned or not planned to attend originally) and topics 8,13,20,22,24,25,26 and 27.

H. realism and topics 10 and 16.

I. primary orientation (VPI) and topics 10,11 and 16.

J. secondary orientation (VPI) and topics 11,15,16 and 25.

K. consistency (VPI) and topics 16 and 18.

L. father's occupation and topics 13,14,15,16,19,20,22,23,25 and 26.

M. father's education and topics 14,15,16,17,18,22,23,24,25,26 and 27.

N. social class and topics 15,16,20,21,22,23,25,26 and 27.

O. mother's occupation and topics 16,17,18,19,20,21,22,23,24,25 26 and 27.

P. mother's education and topics 17,18,19,20,21,22,23,25,26 and 27.

Q. length of marriage (if married) and topics 20,21,22,23,24,25, 26 and 27.

R. husband's occupation (if married) and topics 19,20,21,22,23 24,25,26 and 27.

S. husband's education (if married) and topics 20,21,22,23,24, 25,26 and 27.

T. satisfaction with program and topics 21,22,23,24,25,26, and 27.

U. self-satisfaction and topics 22,23,24,25,26 and 27.

V. realism (2nd interview) and topics 23,24,25,26 and 27.

W. primary orientation (2nd interview) and topics 24,25,26 and 27.

X. future plans and topics 25,26 and 27.

Y. self-assessed grades and topics 26 and 27.

Z. change in curriculum from fall and topic 27.

The chi-squared is a "goodness of fit" test. The sample frequencies falling within predetermined categories are compared with those that would be expected on the basis of the hypothetical (normal) distribution. If the sample distribution were perfectly normal, the sample and expected frequencies would be the same in all categories and the chi-squared value would be zero. The greater the disparity between the sample and expected frequencies, the larger the chi-squared value becomes. Those chi-squared tests where the probability of the discrepancy occurring by chance in the .05 to zero range are those indicated in Table 3. Only those categories in which the discrepancy between the actual and expected frequencies exceed 20 percent, and are relevant to the study, are mentioned in the following discussion. (NOTE: The 20 percent criterion was arbitrarily selected after a visual inspection of the frequency matrices.)

1. School Versus Variables 2 through 26 (See Table 3).

   A. School (see Glossary) Versus Curriculum (see Glossary)

   Allegheny County Community College: The curriculum category "academic" has an actual frequency that is less than the expected frequency by more than 20 percent.
   Bucks County Community College: The curriculum category "academic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

   B. School Versus Marital Status (see Glossary)

   Harrisburg Area Community College: The category "widowed" has an actual frequency that exceeds the expected frequency by more than 20 percent.

   C. School Versus SOAP (see Glossary) Profile

   Allegheny County Community College: The category "social" has an actual frequency that exceeds the expected frequency

TABLE 3
TABLE OF LEVEL OF SIGNIFICANCE OF CHI-SQUARED ANALYSIS

	1 School	2 Curriculum	3 Marital Status	4 Marriage Plans	5 SOAP Profile	6 Program & Life Plans	7 Institution (Planned)	8 Realism (1st Interview)	9 Primary Orientation (VPI)	10 Secondary Orientation (VPI)	11 Consistency (VPI)	12 Father's Occupation	13 Father's Education	14 Social Class	15 Mother's Occupation	16 Mother's Education	17 If married, how long	18 If married, husband's occupation	19 If married, husband's education	20 Satisfaction with Program	21 Self-Satisfaction	22 Realism (2nd Interview)	23 Primary SOAP Orient. (2nd Interview)	24 Future Plans	25 Self-Assessed Grades	26 Change in Curriculum Since Fall	27 New Curriculum
1			5*	5*	5*	5	5*					3*		4	5*	3	5	5	5	3		2			5		1*
2						5*	5*	4*	4*							5					1	5						
3					5					3	5	5				5	5	5	5	5						4		
4						4*	2	5*									5	5	5				5			3		
5							5*	5*	5*								4					3						
6								5*	5*													1*						
7									5*				2*								4*		2*		2*	2	3*	1*
8										5						5												
9										5*	5*					5												
10											5*				4*	5										5		
11																5		2										
12												5*	5*	5*	5*				4	2		5*	5*		5	4*		
13														5*	5*	5*	5	4				1	4	5	1	3	1	
14															5*	5*				5*	5	5	5*		5	5*	4*	
15																5*	5*	5	5	5	5*	5*	5*	5*	5	5*	5*	
16																	5	5	5	5	5*	5	5		5	5	5	
17																				5*	5*	5*	5*	5*	5	5	5	
18																			5	5	5	5	5	5	5	5	5	
19																				5	5	5	5	5	5	5	5	
20																					5	5*	5*	5*	5	5*	5*	
21																						5*	5*	5	5	5	5	
22																							5*	5*	5	5*	5*	
23																								5*	5	5*	5	
24																									5	5*	5*	
25																										5	5	
26																											5*	

Significance Levels

1 = .05 to .04
2 = .04 to .03
3 = .03 to .02
4 = .02 to .10
5 = .01 to 0

NOTE 1: Blank spaces indicate relationships in which the significance level is greater than .05.

NOTE 2: Entries with an asterisk (*) are those reported in the Results section.

by more than 20 percent. Community College of Philadelphia: The category "social" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. School Versus Institution (planned to attend, not planned to attend)

Allegheny County Community College: The institution category "not planned to attend" had an actual frequency that exceeds the expected frequency by more than 20 percent. Harrisburg Area Community College: The category "planned to attend" has an actual frequency that exceeds the expected frequency by more than 20 percent, and the category "not planned" has an actual frequency that is less than the expected frequency by more than 20 percent.

E. School Versus Father's Occupation (see Glossary)

Allegheny County Community College: The category "clerical and sales workers" has an actual frequency that exceeds the expected frequency by more than 20 percent. Community College of Philadelphia: The category "deceased" has an actual frequency that exceeds the expected frequency by more than 20 percent.

F. School Versus Mother's Occupation (see Glossary)

Allegheny County Community College: The category "not employed" has an actual frequency that exceeds the expected frequency by more than 20 percent. Bucks County Community College: The category "deceased" has an actual frequency that exceeds the expected frequency by more than 20 percent, and also the category "not employed" has an actual frequency that is less than the expected frequency by more than 20 percent.

G. School Versus Marriage Plans (see Glossary)

Allegheny County Community College: The category "does not apply (is not married)" has an actual frequency that exceeds the expected frequency by more than 20 percent.

Bucks County Community College: The category "no answer" has an actual frequency that exceeds the expected frequency by more than 20 percent, and also the category "does not apply (is not married)" has an actual frequency that is less than the expected frequency by more than 20 percent.

H. School Versus New Curriculum (academic, human service related, business--commercial related, not applicable, no change)

Allegheny County Community College: The category "not applicable, no change" has an actual frequency that is less than the expected frequency by more than 20 percent.

II. Curriculum Versus Variables 3 through 26 (See Table 3).

A. Curriculum Versus SOAP Profile

In the human service related curriculum: The category "occupational" had an actual frequency that exceeded the expected frequency by more than 20 percent, and the category "personal" had an actual frequency that was less than the expected frequency by more than 20 percent. In the academic curriculum: The category "social" had an actual frequency that exceeds the expected frequency by more than 20 percent, and the category "occupational" had an actual frequency that was less than the expected frequency by more than 20 percent.

B. Curriculum Versus Program in Terms of Life Plans

Academic curriculum: The category "does not specifically fit life plans" has an actual frequency that is less than the expected frequency by more than 20 percent, and the category "does specifically fit life plans" has an actual frequency by more than 20 percent. In human service related curriculums: The category "does specifically fit life plans" had an actual frequency that exceeds the expected frequency by more than 20 percent, and the category "does not specifically fit life plans" has an actual frequency that is less than the expected frequency by more than 20 percent.

C. Curriculum Versus Institution (Planned or not Planned)

Human service related curriculum: The category "not planned" has an actual frequency that is less than the expected frequency by more than 20 percent.

D. Curriculum Versus Realism

Academic curriculum: The category "realistic" has an actual frequency that is less than the expected frequency by more than 20 percent. Human service related curriculum: The category "unrealistic" has an actual frequency that is less than the expected frequency by more than 20 percent.

III. Marriage Plans Versus Other Variables (See Table 3).

A. Marriage Plans Versus SOAP Profile

No reply: The SOAP category "personal" has an actual frequency that is less than the expected frequency by more than 20 percent.

B. Marriage Plans Versus Institution (Planned or not Planned)

Those stating "uncertain" marriage plans and selected the category "not planned" for institutional plans were in greater number than the expected frequency by more than 20 percent.

IV. SOAP Profile Versus Other Variables (See Table 3).

A. SOAP Profile Versus Program

Occupational: The category "does not specifically fit life plans" has an actual frequency that exceeds the expected frequency by more than 20 percent. Personal: The category "does not specifically fit life plans" has an actual frequency that is less than the expected frequency by more than 20 percent.

B. SOAP Profile Versus Institution (Planned or not Planned)

Occupational: The category "not planned" has an actual frequency that is less than the expected frequency by more than 20 percent. Personal: The category "planned" has an actual frequency that is less than the expected frequency by more than 20 percent.

C. SOAP Profile Versus Realism

Occupational: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent. Personal: The category "unrealistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

V. Program (Does or Does not Fit Life Plans) Versus Other Variables (See Table 3).

A. Program Versus Institution (Planned to attend, not Planned)

The category "planned" has an actual frequency that exceeds the expected frequency by more than 20 percent. Does specifically fit life plans: The category "not planned" has an actual frequency that is less than the expected frequency by more than 20 percent. Does not specifically fit life plans: The category "not planned" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Program Versus Realism (1st Interview)

Does specifically fit life plans: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent, and the category "unrealistic" has an actual frequency that is less than the expected frequency by more than 20 percent. Does not specifically fit life plans: The category "unrealistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Program Versus Realism (2nd Interview)

Does not specifically fit life plans: The category "realistic" has an actual frequency that is less than the expected frequency by more than 20 percent.

VI. Institution (Planned or not Planned to Attend) Versus Other Variables (See Table 3).

A. Institution Versus Realism (1st Interview)

Planned: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent and

the category "unrealistic" has an actual frequency that is less than the expected frequency by more than 20 percent.
Not planned: The category "realistic" has an actual frequency that is less than the expected frequency by more than 20 percent and the category "unrealistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Institution Versus Father's Education

Not planned: The category "standard college or university graduation" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Institution Versus Satisfaction with Program

Not planned: The category "very satisfied" has an actual frequency that is less than the expected frequency by more than 20 percent., and the category "satisfied" has an actual frequency that is less than the expected frequency by more than 20 percent.

D. Institution Versus Realism (2nd Interview)

Planned: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.
Not planned: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

E. Institution Versus Future Plans

Planned: The category "continue in program" has an actual that exceeds the expected frequency by more than 20 percent.
Not planned: The category "continue in program" has an actual frequency that is less than the expected frequency by more than 20 percent.

F. Institution Versus Change in Curriculum Since Fall

Planned: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.
Not planned: The category "no change" has an actual frequency that is less than the expected frequency by more than 20 percent.

VII. Primary Orientation (Vocational Preference Inventory--Holland) Versus Other Variables (See Table 3).

A. Primary Orientation Versus Secondary Orientation (VPI)

Not interpretable: The category "not interpretable" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Primary Orientation Versus Consistency (VPI)

Not interpretable: The category "not interpretable" has an actual frequency that exceeds the expected frequency by more than 20 percent.

VIII. Secondary Orientation (Vocational Preference Inventory--Holland) Versus Other Variables (See Table 3).

A. Secondary Orientation Versus Consistency

Not interpretable: The category "not interpretable" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Secondary Orientation Versus Mother's Occupation

Not interpretable: The category "not interpretable" has an actual frequency that is less than the expected frequency by more than 20 percent.

IX. Father's Occupation Versus Other Variables (See Table 3).

A. Father's Occupation Versus Father's Education

Clerical and sales: The category "high school graduates" has an actual frequency that exceeds the expected frequency by 20 percent.

B. Father's Occupation Versus Social Class

Clerical: Social class range "44-60" has an actual frequency that exceeded the expected frequency by 20 percent.

C. Father's Occupation Versus Mother's Occupation

Administrative personnel: The category "not employed" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. Father's Occupation Versus Mother's Education

Deceased: The category "high school graduate" has an actual frequency that is less than the expected frequency by more than 20 percent. Clerical: The category "high school graduate" has an actual frequency that exceeds the expected frequency by more than 20 percent.

E. Father's Occupation Versus Realism (2nd interview)

Range 3, administrative et. al.: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

F. Father's Occupation Versus Primary SOAP Orientation, Second Interview

Range 3, administrative et.al.: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent. Range 4, clerical, et.al.: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

G. Father's Occupation Versus Change in Curriculum Since Fall

Range 3, administrative, et.al.: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

X. Father's Education Versus Other Variables (See Table 3).

A. Father's Education Versus Social Class

High school graduate: The social class category "44-60" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Father's Education Versus Mother's Occupation

Partial high school: The category "deceased" has an actual frequency that is less than the expected frequency by more than 20 percent.

C. Father's Education Versus Mother's Education

Deceased: The category "high school graduate" has an actual frequency that is less than the expected frequency by more than 20 percent. High school graduate: The category "high school graduate" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XI. Social Class Versus Other Variables (See Table 3).

A. Social Class Versus Mother's Occupation

Social class range 0 to 11: The category "not employed" has an actual frequency that is less than the expected frequency by more than 20 percent. Social class range 28-43: The category "not employed" has an actual frequency that exceeds the expected frequency by more than 20 percent. Social class range 61-77: The category "deceased" has an actual frequency that is less than the expected frequency by more than 20 percent.

B. Social Class Versus Mother's Education

Social class range 44-60: The category "high school graduate" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Social Class Versus Satisfaction with Program

Social class range 44-60: The category "satisfied" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. Social Class Versus Primary SOAP Orientation(2nd Interview)

Social class range 28-43: The SOAP category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

E. Social Class Versus Change in Curriculum From Fall

Social class range 28-43: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

F. Social Class Versus New Curriculum

Social class range 28-43: The category "not applicable, no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XI. Mother's Occupation Versus Other Variables (See Table 3).

A. Mother's Occupation Versus Mother's Education

Deceased: The category "high school training" has an actual frequency that is less than the expected frequency by more than 20 percent. Clerical and sales worker: The category "high school training" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Mother's Occupation Versus Length of Marriage (of student)

Deceased: The category "does not apply" has an actual frequency that is less than the expected frequency by more than 20 percent. Not employed: The category "does not apply" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Mother's Occupation Versus Self-Satisfaction

Not employed: The category "satisfied" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. Mother's Occupation Versus Realism (2nd Interview)

Not employed" The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

E. Mother's Occupation Versus Primary SOAP Orientation (2nd Interview)

Not employed: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

F. Mother's Occupation Versus Future Plans (see Glossary)

Not employed: The category "continue in program" has an actual frequency that exceeds the expected frequency by more than 20 percent.

G. Mother's Occupation Versus Change in Curriculum Since Fall

Not employed: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

H. Mother's Occupation Versus New Curriculum Selected

Not employed: The category "not applicable, no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XII. Mother's Education Versus Other Variables (See Table 3).

A. Mother's Education Versus Self-Satisfaction

High school graduate: The category "very satisfied" has an actual frequency that is less than the expected frequency by more than 20 percent, and the category "satisfied" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XIII. Length of Marriage Versus Other Variables (See Table 3).

A. Length of Marriage Versus Satisfaction with Program

Does not apply: The category "very satisfied" has an actual frequency that exceeds the expected frequency by more than 20 percent, and the category "satisfied" also has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Length of Marriage Versus Self-Satisfaction

Does not apply: The category "very satisfied" has an actual frequency that exceeds the expected frequency by more than 20 percent, and the category "satisfied" also has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Length of Marriage Versus Realism (2nd Interview)

Does not apply: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. Length of Marriage Versus Primary SOAP Orientation (2nd Interview)

Does not apply: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

E. Length of Marriage Versus Future Plans

Does not apply: The category "continue in program" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XIV. Satisfaction with Program Versus Other Variables (See Table 3).

A. Satisfaction with Program Versus Realism (2nd Interview)

Satisfied: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Satisfaction with Program Versus Primary SOAP Orientation (2nd Interview)

Satisfied: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Satisfaction with Program Versus Future Plans

Satisfied: The category "continue in program" has an actual frequency that exceeds the expected frequency by 20 percent.

D. Satisfaction with Program Versus Change in Curriculum from Fall

Very satisfied: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent. Satisfied: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

E. Satisfaction with Program Versus New Curriculum

Very satisfied: The category "not applicable, no change" has an actual frequency that exceeds the expected frequency by more than 20 percent. Satisfied: The category "not applicable, no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XV. Self-Satisfaction Versus Other Variables (See Table 3).

A. Self-Satisfaction Versus Realism (2nd Interview)

Satisfied: The category "realistic" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Self-Satisfaction Versus Primary SOAP Orientation (2nd Interview)

Satisfied: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Self-Satisfaction Versus Future Plans

Satisfied: The category "continue in program" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. Self-Satisfaction Versus Change in Curriculum Since Fall

Satisfied: The category "no change" has an actual frequency that exceeds the expected frequency by 20 percent.

E. Self-Satisfaction Versus New Curriculum

Satisfied: The category "not applicable" has an actual frequency that exceeds the expected frequency by 20 percent.

XVI. Realism (2nd Interview) Versus Other Variables (See Table 3).

A. Realism (2nd Interview) Versus Primary SOAP Orientation (2nd Interview)

Realistic: The category "personal" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Realism (2nd Interview) Versus Future Plans

Realistic: The category "continue in program" has an actual frequency that exceeds the expected frequency by more than 20 percent.

C. Realism (2nd Interview) Versus Change in Curriculum Since Fall

Realistic: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

D. Realism (2nd Interview) Versus New Curriculum

Realistic: The category "not applicable" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XVII. Primary SOAP Orientation (2nd Interview) Versus Other Variables (See Table 3).

A. Primary SOAP Orientation (2nd Interview) Versus Future Plans

Personal: The category "continue in program" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Primary SOAP Orientation (2nd Interview) Versus Change in Curriculum Since Fall

Personal: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XVIII. Future Plans Versus Other Variables (See Table 3).

A. Future Plans Versus Change in Curriculum Since Fall

Continue in program: The category "no change" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. Future Plans Versus New Curriculum Selected

Continue in program: The category "not applicable" has an actual frequency that exceeds the expected frequency by more than 20 percent.

XIX. Change in Curriculum From Fall Versus Other Variables (See Table 3).

A. Change in Curriculum From Fall Versus New Curriculum

No change: The category "not applicable" has an actual frequency that exceeds the expected frequency by more than 20 percent.

B. The Pearson Product Moment Correlation

The Pearson Product Moment Correlation provides some insight into the relationships between a number of variables examined in the study. The strength of the correlation coefficient cannot be precisely ascertained, and we have no absolute basis for rejecting a correlation coefficient because it represents a trivial relationship or accepting it because it represents a strong relationship. But common sense and some perception of the expected relationship between two variables can be brought to bear. Therefore we have arbitrarily discounted any correlation coefficient smaller than 0.50. Those correlation coefficients at and above this value, which also fall within confidence limits between .001 and .05, are those examined in the following paragraphs.

Let us first consider those correlation coefficients that are greater than .050 and within the confidence limits of .001 to .05 for the basic variables displayed in Appendix D. A total of eight of the 25 correlation coefficients in Appendix D meet this criteria. They are indicated below, with accompanying discussions about them.

1. College Attended Versus Curriculum. The correlation coefficient of 0.55 (.001 confidence level) indicates that the colleges listed first (the order was Allegheny, Bucks County, Harrisburg, Community College of Philadelphia) tended to have more students enrolled in the academic curriculum. This relationship could have been stronger (higher value of correlation coefficient) if Bucks County Community College (was listed first, since it has the highest proportion of students in the academic curriculum. The reverse effect would be obtained if Bucks County Community College was placed last in the sequence (instead of second).

2. Realism (1st interview) Versus Program. The correlation coefficient of .61 (.01 confidence level) indicates the following relationship as being fairly strong: the students enrolled in occupational programs were more often rated as realistic by the first interviewers.

3. Self-Satisfaction Versus Program Satisfaction had a correlation coefficient of .88 (.001 confidence level). This indicates that those students who are very satisfied with themselves are also highly satisfied with their program.

4. Realism (2nd interview) Versus Program Satisfaction had a correlation coefficient of .71 (.001 confidence level). The strong relationship depicted here is: those students rated as realistic by the second interviewers are also very satisfied with the program in which they are enrolled.

5. Realism (2nd interview) Versus Self-Satisfaction had a correlation coefficient of 0.73 (.001 confidence level). In other words, those students rated as realistic by the second interviewers also indicated they were very self-satisfied.

6. Change in Curriculum from Fall Versus Program Satisfaction has a correlation coefficient of .74 (.001 confidence level). Those students who changed their programs were very satisfied with their new programs.

7. Change in Curriculum Versus Self-Satisfaction had a correlation coefficient of .78 (.001 confidence level). Those students who changed programs were also very self-satisfied.

8. Change in Curriculum Versus Realism (2nd interview) had a correlation coefficient of .67 (.001 confidence level). Students who have changed programs were also rated as realistic by the second interviewers.

One-Way Analysis of Variance

Our primary interest in this analysis is in the mean differences rather than the differences in variances among the variables considered. In one-way analysis of variance, we are testing for differences in a dependent (or criterion) variable among a group of independent variables. We examined 17 factors as dependent or criterion variables in this analysis. Each was considered against the same nine independent variables, which are listed below. Only six significant relationships were found.

1. Father's Education (see Glossary)
2. Social Class (see Glossary)
3. Mother's Occupation (see Glossary)
4. Husband's Education (same as father's education)
5. Program Satisfaction (see Glossary)
6. Self-Satisfaction (see Glossary)
7. Grade-Point--Self-Assessed (see Glossary)
8. High School Class Size (000-999)
9. Grade Point Average at the End of Year (see Glossary)

The results of each analysis are listed below:

1. The first criterion variable examined was college attended (see Glossary). The results indicate that the nine independent variables do not have equal variances among the four schools listed in the criterion variable.

2. Curriculum (see Glossary). For independent variables one through eight, their variances among the three curriculums do not have equal variances. The variance across the three curriculums for the ninth independent variable "grade point average" at the end of the year is the same.

3. Marital Status (see Glossary). It was found that the nine variables do not have equal variances across the four conditions of marital status.

4. The SOAP factor. The nine independent variables do not have equal variances across the four conditions contained within the SOAP factor.

5. Realism as identified by the interviewers. The nine independent variables were found to not have equal variances across the two conditions in the realism factor.

6. Primary (VPI) Orientation (see Glossary. For independent variables 1 through 7 and 9: they do not have equal variances across the seven conditions of primary orientation. For independent variable number 8 (high school class standing), the variances are equal across the seven conditions of primary orientation.

7. Secondary (VPI) Orientation (see Glossary). It was found that the nine independent variables do not have equal variances across the seven conditions of the secondary orientation factor.

8. Consistency (see Glossary). It was found that the variances of the nine independent variables were not similar across the three conditions of the consistency criterion factor.

9. Length of Marriage (see Glossary). The variances of the nine independent variables were not similar across the length of marriage time periods.

10. Father's Occupation (see Glossary). It was found that the variances of the categories within independent variable "father's education" and mother's occupation were also found to be the same as the criterion factor. The variances of the other seven independent variables were found to be not equal to those of "father's occupation."

11. Mother's Occupation. It was found that the variances of the nine independent variables were not the same as the variance for mother's occupation.

12. Husband's Occupation (with the same breakdown as given for mother's occupation stated earlier). This analysis was incomplete, therefore no interpretation can be made.

13. Realism (see Glossary). The response "no assessment" was made for about half of the population because they did not return for the second interview. This analysis indicates that the variance of the nine independent variables are not the same across the three conditions of the criterion variable "realism."

14. Primary SOAP Orientation -- 2nd Interview (see Glossary). Of the nine independent variables, "social class" and "grade point average" at the end of the year were found to have variances that are equal across the four categories within the primary orientation criterion factor.

15. Future Plans (see Glossary). The independent variable "program satisfaction" had a variance equal to the variance of this criterion variable. The independent variable "grade point average at the end of the year" variance is the same as those found for the variances of categories found within the criterion variable "future plans." The variances of the remaining seven independent variables were found to be not identical to those of the criterion variable "future plans."

16. Change in Curriculum Since Fall (see Glossary). All of the independent variables, with the exception of "grade point average at the end of year", were found to have variances which were not the same as those for the categories within the curriculum variable.

17. New Curriculum (see Glossary). Only the independent variable "grade point average at the end of the year" had a variance equal to those within the categories of the criterion variable.

CONCLUSIONS

The conclusions stated here are derived from the statistical analysis and follow the sequence of objectives indicated in the introduction section. Because of the manner in which most of the data was received, the statistics utilized are of the less powerful type. Most of these conclusions are based on utilization of the Chi-Squared Analysis and the Pearson Product Moment Correlation. The one-way analysis of variance failed to turn up any important relationships. Therefore our conclusions are stated in tentative terms.

The overall objective of this study was to conduct an intergroup comparison of community college women students at the end of their freshman year. Included was an attempt to identify the differential effects of the three kinds of programs (human service related, business--commercial related, and academic) after one year of community college attendance.

A. SOAP (social, occupational, academic, personal) Profiles:

In terms of curriculum enrolled in: The number of girls in human service related curriculums who are categorized as "occupational" in their SOAP profiles is greater than expected and the number considered to be primarily "personal" is considerably less than would be anticipated in the four categories if the SOAP profile were normally distributed among the students. In the academic curriculums, a greater than expected number of students were categorized as "social" and a smaller than anticipated number fell in the "occupational" category. Therefore, it is seen that there is a preponderance of occupationally oriented female students in the human service related curriculums and a very low representation of girls with personal orientations. The girls enrolled in academic programs, on the other hand, were largely "social" in their orientation with a very low representation of students with an occupational orientation. No significant differences in these four SOAP categories were found for girls enrolled in the business-commercial related curriculums.

A greater than expected number of students categorized as "occupational" in their SOAP profiles who indicated their present curriculum did not specifically fit their life plan was found whereas a smaller than anticipated number of those in the "personal" category so indicated this. The "occupational" group mentioned above also had a greater than expected proportion of their numbers who indicated they had planned to enroll in their present curriculum for some time before finishing high school, while the reverse is true for those students whose primary SOAP orientation is "personal." The number of students with the "occupational" SOAP orientation who are rated as realistic by the interviewers was considerably greater than would be normally expected while the opposite is true for those placed in the "personal" SOAP category by the interviewers. These findings indicate that students with occupational orientations appear to be more realistic, at least as viewed by both the first and second interviewers.

In terms of college attended: The number of freshman girls enrolled in Allegheny County Community College and Community College of Philadelphia having primarily a "social" SOAP orientation exceeded the expected number. It should be noted that these are the urban colleges in our group. With regard to marriage plans, the number of girls with "personal" SOAP orientations who did not reply to the question concerned with marriage plans was greater than would be normally expected. This investigator can only conjecture that this may indicate a greater than expected number of students were uncertain about their future marriage plans.

B. Degree of Achievement and Satisfaction (End of Freshman Year)

The number of students who had not, while still in high school, made plans to enroll in their present curriculum and who did express being "very satisfied" and "satisfied" with their program were fewer than expected. The number of students from the social class range 44-60 (second highest) who expressed satisfaction with their program was greater than expected. In terms of self-satisfaction, the number of students with unemployed mothers (likely in the higher social ranges) was greater than expected.

Unmarried students had greater than expected number who said they were "very satisfied" and "satisfied" with the program in which they enrolled. The number of girls classed as realistic by the second interviewers and also expressed satisfaction with their programs was greater than expected. There was a greater than anticipated number of girls categorized as "personal" in their SOAP orientation who expressed satisfaction with their program. The expected number of students who indicated their future plans was to continue in their present program and also expressed satisfaction with their program was greater than normally anticipated. Also, the number of girls who were very satisfied or satisfied with their programs and remained in their original programs was greater than expected. There was a strong relationship between those who did change curriculums since fall and program satisfaction (R = ,74).

In terms of self-satisfaction, the number of students with unemployed mothers was greater than expected. Also, the number of students whose mothers were high school graduates and also indicated self-satisfaction at a high level, fell below the expected number, but the number with mothers that were high school graduates who expressed mild self-satisfaction exceeded expectations. A larger than expected number of unmarried students were found to be either strongly or mildly satisfied with themselves. The number of girls who expressed a high degree of self-satisfaction and were also classified as realistic by the second interviewers was larger than expected. From those who indicated a high degree of self-satisfaction, a greater than expected number: a) were also classified as "personal" in their primary SOAP orientation; b) expressed that their future plans included continuing their present program; c) did not change their curriculums since first enrolling. A correlation coefficient of .73 indicates a strong relationship between

students with high levels of self-satisfaction and being rated as realistic by the interviewers. There was a strong relationship between girls who did change curriculums and degree of self-satisfaction (R = .78). A high correlation coefficient (R = .88) between self-satisfaction and program satisfaction indicated that those girls who indicated high levels of self-satisfaction also stated that they were satisfied with their programs.

C. Realism

The number of girls in the academic curriculums classified as "realistic" by the interviewers was considerably less than expected. The opposite was true for female students in the human service related programs--the number of girls considered to be "unrealistic" was smaller than expected. In the business--commercial related curriculums, the distribution of girls classified as "realistic" and "unrealistic" was about as expected. As pointed out earlier, the number of occupational students classified as "realistic" exceeded expectations while the opposite was true for those whose SOAP orientation was considered to be "personal" (i.e., the number of girls rated as "unrealistic" exceeded expectations).

The number of girls classified as "realistic" (by both first and second interviewers) who also said their present programs did specifically fit their life plans, exceeded expectations. Furthermore, the number of girls classified as realistic and indicated their present program did not specifically fit their life plans was lower than anticipated.

The number of students who indicated having earlier plans for attending their present curriculum and were also rated realistic by the first interviewer was greater than expected. Also, the number having earlier plans for enrolling in their curriculum and were rated realistic by their second interviewers was greater than anticipated. A greater than expected number of girls categorized as unrealistic by their first interviewers were among those who indicated the selection of their

present curriculum was a late decision on their part. But this situation appeared to be reversed (a greater than expected number of those who made a late decision on their curriculum choice were classified as "realistic" by the second interviewer). This change may indicate a modification in the perception of the students over the period of an academic year. The late decision maker may be common phenomenon in many two-year colleges and it would be interesting to delve into the factors which help them mature sufficiently to be reclassified as realistic by the second interviewers after a one year experience in the community college.

The number of students whose father's occupation was at the third level (administrative personnel, small independent business, and minor professions) and were classified as realistic exceeded expectations. It would be interesting to delve into why such a disproportionate share of the girls classified as realistic came from such background (or to determine if father's occupation is a factor in the girls' goals). Also, the number of students classified as realistic by the second interviewers and had unemployed mothers exceeded expectations. The number of unmarried girls who are rated as realistic by the second interviewers was greater than anticipated.

As pointed out in an earlier paragraph, the number of students who were satisfied with their programs and were rated as realistic by the second interviewer exceeded expectations. The same was found for those who were highly satisfied with themselves and received realistic ratings by the second interviewers. These two findings support the statement that it is logical to assume that realistic students are most apt to find satisfactory curriculums and to be highly self-satisfied. A greater than expected number of students who remained in the curriculum in which they first enrolled were rated as realistic by the second interviewers.

A strong relationship (R = .61) was found between those in occupational programs and those rated as realistic by the first interviewers. Another strong relationship (R = .67) shows that girls who did change to other curriculums also received realistic ratings by the second interviewers.

D. College Attended

For Allegheny County Community College: The number of girls in the academic curriculum category was smaller than expected. Bucks County Community College: The number of girls in the academic curriculum was greater than expected. The distribution of students among the three curriculums in the other two colleges were within the limits normally expected. These results indicate that Allegheny County had a proportionately higher number of occupational students and Bucks County had a proportionately lower number of occupational program students. With one exception, all schools had marital status categories normally distributed among the students across all curriculums. The one exception is the category "widowed" for Harrisburg Area Community College, where the actual number of girls in that classification was considerably greater than expected. SOAP profile characteristics versus school was considered in an earlier paragraph in the conclusion section. For the Allegheny County Community College group: The number of girls who indicated they had not made early plans to enroll in their present curriculum was much greater than the expected number. On the other hand, the number of girls who made early plans to enroll in their present curriculums in the Harrisburg Area Community College was greater than expected. These two statements indicate that many of the girls who ended up attending the Allegheny County Community College perhaps had no serious thoughts of enrolling in their present curriculum until after they had graduated from high school, whereas the Harrisburg Area Community College female students had made plans in the later years of their high school program to enroll in their present curriculums. This may be some indication of the prestige level of these institutions in their respective regions. It should be pointed out however that this is strictly conjecture on the part of this researcher. The girls attending Allegheny County Community College with fathers whose occupations were in the fourth range (clerical and sales workers, technicians, owners of little businesses, and so forth) was greater than expected, while the Community College of Philadelphia girls had a greater number of deceased fathers than

was expected. Conjecturing again, these results indicate that the Allegheny County Community College girls came from homes whose father was in the upper lower and lower middle class of the work force and the Philadelphia sample came from homes where there was no father present. In both cases, it appears they come from homes with meager financial resources. It would be interesting to determine what further implications these relationships have on the development of the students in terms of their SOAP profiles. In both Allegheny County Community College and Bucks County Community College, the number of girls who said their mothers were "not employed" was greater than expected. The number of deceased mothers for the Bucks County Community College group exceeded the expected. The greater than expected number of unemployed mothers for the Allegheny group perhaps accentuates the probability that a larger than normal number of students come from families with extremely modest incomes. The implications associated with the higher than expected number of unemployed mothers for the Bucks County Community College groups is a direct contrast to the Allegheny situation: There likely is little or no pressure for the mother to seek employment in the Bucks County group because of the family's financial situation (relatively high income). The number of unmarried girls in the Allegheny County Community College was greater than expected. The number of students at Bucks County Community College who responded with "no answer" as to marriage plans was greater than expected and also the response "not married" was smaller than expected. This may indicate that a larger than expected number of girls in Bucks County had no definite plans regarding marriage. There also was a larger than expected number of Bucks County Community College students who were already married. The Allegheny County Community College girls had undergone more curriculum changes during the year than would have been normally expected.

E. Father's Occupation

It was found that a greater than expected number of girls across the four college sample had fathers whose occupations fell within the

fourth range (clerical and sales workers, technicians, owners of small businesses). The number of students with fathers with occupations in the third range (administrative personnel, small independent businesses, and minor professions) who also said their mothers was "not employed" had a larger than expected number. A less than expected number of girls who listed their fathers as deceased had mothers that were high school graduates. There was a greater than expected number of girls whose father's occupations were in the fourth range (clerical et.al.) who also indicated their mothers were high school graduates. A greater than expected number of girls whose fathers' occupation was in the third range were also classified as "realistic" by their second interviewers. Also, a greater than expected number of girls with fathers whose occupations were in the third range and the fourth range were categorized as "personal" in their primary SOAP orientation. A greater than expected number of girls whose father's occupation was in the third range also had remained with their original curriculums.

RECOMMENDATIONS

After completing this investigation and analyzing the data, several recommendations, in the opinion of the author, appear to be in order.

Many female students apparently come to the community college with limited perceptions as to what they should do with their lives in general and academic career in particular. They have, in many cases, misperceptions of what the world (in terms of their social, occupational, academic, and personal dispositions) has in store for them. Therefore:

Recommendation 1

During the summer after graduation from high school, potential community college female students should be provided with an extensive and intensive guidance--counseling service which deal with social, occupational, academic, and personal components in their lives.

It is felt that a one year interval is too short a time for a thorough examination of these students in terms of the components in their SOAP profiles. The investigation should continue for at least a second, and optimally, for five years. Therefore:

Recommendation 2

The present study should be continued for a second year in order to detect differential effects of curriculum and school on the students in terms of the components in their SOAP profiles over a two year period.

An examination of the distribution of father's occupations reveal that female students in the two center city type colleges function in a different social--occupational--academic--personal mileau than their counterparts in the regional community colleges. From this, one would suspect that in many cases, early provisions of means to function in their urban setting with respect to their four SOAP components is of critical importance. Therefore:

Recommendation 4

A study specifically aimed at investigating the effects of prospects of marriage upon entering community college female students (in comparison to their male counterparts) in their orientation toward the future with regard to their SOAP profiles should be conducted as soon as possible.

Although it may appear to be chauvinistic, it has been found that many entering community college female students aspire to prepare for woman dominated occupations which are seen by many as interim type jobs. Many female students did indicate in their interviews that they were preparing for jobs that would "tide them over" until they got married. If this is a wide spread phenomenon, then it would be important to assess the effect it has upon these types of occupations, and also upon the women who remain in them for an extended period of time for career purposes. From this, suggestions for curriculum revisions may emanate. Therefore:

Recommendation 5

A follow-up study of community college female students, from the time they leave college to when they marry, should be conducted. The design of such a study should seek to assess what effect (morale, salary, job characteristics, etc.) the "waiting to get married" type female has upon these occupations, the other women in them, and to discover those implications for curriculum reform leading to more efficient preparation of girls for entry into them.

A question worthy of investigation is the "net gain" provided by two years in a community college for women students as compared to those girls who enter an occupation upon graduation from high school. The differential effects of high school graduation only and community college graduation in terms of their SOAP factors, is a feasible approach to this question. Therefore:

Recommendation 6

A comparative study of women who enter the work force directly upon high school graduation and those who delay work entry until completion of a community college two year program should be conducted with the SOAP variables used as the major criterion factors.

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APPENDIX A

FIRST LETTER TO SELECTED STUDENTS

September 1971

Dear Student:

A study of community college female students is being conducted by The Pennsylvania State University in cooperation with four community colleges in Pennsylvania. The Allegheny Campus of the Allegheny County Community College is one of the cooperating two year colleges. You have been selected to be one of the participants of this study.

The purpose of the study is to investigate the career choices of young women entering the community college of Pennsylvania and how these choices materialize over a period of time. One major outcome of the study could be an improvement of community college program selection by entering young women.

The first part of the study involves an interview between you and a research worker from The Pennsylvania State University relative to your college and career plans. Please see Miss McDonald (Jones Hall, third floor, Admissions Office) for scheduling your interview on or before Wednesday, September 15. All interviews will be conducted on Thursday and Friday (September 16 and 17).

Your participation in this study is greatly appreciated by us at the Allegheny Campus of the Allegheny County Community College and The Pennsylvania State University.

Sincerely yours,

APPENDIX B

LETTER REQUESTING SECOND INTERVIEW

April 1972

Dear

We are writing to request your continued help with The Pennsylvania State University study involving selected women students at the Allegheny Community College. You may recall participating in the first phase of this study last fall.

Our team of interviewers will again be at Allegheny, this time on May 2 and 3, to follow up our earlier conversation with you. We would like to talk with you for a maximum of twenty minutes on one of these days. You will at this time also be able to obtain the results from your Vocational Preference Invevtory which you completed in the fall.

Please fill out the enclosed schedule with your time preferences and return it to us in the enclosed envelope as soon as possible. We will be in contact with you to finalize the appointment. We do appreciate your willingness to be involved.

APPENDIX C

ADDITIONAL DEMOGRAPHIC DATA

Father's Occupation*

Mother's Occupation*

Father's Education*

Mother's Education*

Final Grade Point Average for First Year

Marital Status*

*For these students who did not provide this information in their interview.

APPENDIX D

SIGNIFICANT PEARSON PRODUCT MOMENT CORRELATION FOR BASIC VARIABLES

	(Program) 1	2	3	4	5	6	7	8	9
(School) 2	.56 (a)								
(Realism) 3	.65 (a)	.43 (a)							
(Social) (Class) 4									
(Program) (Satisfaction) 5				.22 (a)					
(Self-) (Satisfaction) 6				.21 (a)	.88 (a)				
(Realism) (2nd Interview) 7				.20 (a)	.71 (a)	.73 (a)			
(Self-Assessed) (Grade Point) (Average) 8				.25 (a)	.83 (a)	.77 (a)	.67 (a)		
(Change in) (Curriculum) (From Fall) 9		-.16 (b)		.21 (a)	-.74(a)	.78 (a)	.67 (a)	.81 (a)	
(GPA) (End of) Year) 10				.19 (b)	.30 (a)	.28 (a)	.17 (b)	.41 (a)	.29 (a)

Confidence Levels
.001 - a
.01 - b
.025 - c
.05 - d

SIGNIFICANT PEARSON PRODUCT MOMENT CORRELATION FOR BASIC VARIABLES

APPENDIX D

APPENDIX E

CHI-SQUARED VALUES TABLE

APPENDIX E

CHI-SQUARED VALUES TABLE

1. School Attended Versus Other Variables

Other Variables	Chi-Squared Value	Degree of Freedom
Curriculum	38.976	9
Marital Plans	35.502	18
SOAP Profile	29.822	9
Institution Plans	20.822	3
Father's Occupation	35.556	21
Mother's Occupation	57.938	21
Length of Marriage	91.153	12
Husband's Occupation	67.774	18
Husband's Education	60.440	15
Self-Assessed Grades	23.948	6
2. Curriculum Versus Other Variables		
SOAP Profile	30.428	9
Program	21.986	3
Institution Plans	10.521	3
Realism (1st Interview)	16.692	6
3. Marriage Plans Versus Other Variables		
SOAP Profile	33.218	18
Institution Plans	16.970	6
4. SOAP Profile Versus Other Variables		
Program	48.531	3
Institution Plans	19.579	3
Realism (1st Interview)	61.382	6
Length of Marriage	24.236	12
5. Program Versus Other Variables		
Institution Plans	83.869	1
Realism (2nd Interview)	7.909	3

6. Institution Plans Versus Other Variables

Other Variables	Chi-Squared Value	Degree of Freedom
Realism (1st Interview)	51.072	2
Father's Education	7.769	7
Satisfaction with Program	13.088	4
Realism (2nd Interview)	8.441	3
Future Plans	10.680	4
Change in Curriculum Since Fall	7.758	2
New Curriculum	8.041	3

7. Primary Orientation Versus Other Variables

Secondary Orientation	721.918	49
VPI Consistency	291.658	14

8. Secondary Orientation Versus Other Variables

VPI Consistency	297.915	14
Mother's Occupation	37.319	49

9. Father's Occupation Versus Other Variables

Father's Occupation	401.968	49
Social Class	952.013	35
Mother's Occupation	102.465	49
Mother's Education	176.351	49
Husband's Education	54.406	35
Satisfaction with Program	43.337	28
Realism (2nd Interview)	39.804	21
Primary Orientation (2nd Interview)	57.468	28
Self-Assessed Grades	29.770	14
Change in Curriculum Since Fall	27.154	14

10. Father's Education Versus Other Variables

Other Variables	Chi-Squared Value	Degree of Freedom
Social Class	539.218	35
Mother's Occupation	105.738	49
Mother's Education	241.053	49
Length of Marriage	59.445	28
Husband's Occupation	65.251	42
Self-Assessed Grades	24.401	14
Change in Curriculum Since Fall	25.497	14
New Curriculum	33.258	21

11. Social Class Versus Other Variables

Mother's Occupation	79.382	35
Mother's Education	206.403	35
Satisfaction with Program	45.812	20
Self-Satisfaction	38.549	20
Primary Orientation (2nd Interview)	55.298	20
Self-Assessed Grades	31.289	10
Change in Curriculum Since Fall	25.211	10
New Curriculum	28.662	15

12. Mother's Occupation Versus Other Variables

Mother's Education	158.693	49
Length of Marriage	171.914	28
Husband's Occupation	206.125	42
Husband's Education	198.578	35
Self-Satisfaction	118.220	28
Realism (2nd Interview)	76.562	21
Primary Orientation (2nd Interview)	101.558	28
Future Plans	86.610	28
Self-Assessed Grades	77.822	14
Change in Curriculum Since Fall	70.602	14
New Curriculum	72.535	21

13. Mother's Education Versus Other Variables

Other Variables	Chi-Squared Value	Degree of Freedom
Length of Marriage	71.840	28
Husband's Occupation	215.297	42
Husband's Education	134.778	35
Self-Satisfaction	49.046	28

14. Length of Marriage Versus Other Variables

Husband's Occupation	486.335	24
Husband's Education	527.136	20
Satisfaction with Program	57.044	16
Self-Satisfaction	53.384	16
Realism (2nd Interview)	56.568	12
Primary Orientation (2nd Interview)	68.230	16
Future Plans	54.029	16
Self-Assessed Grades	56.467	8
Change in Curriculum Since Fall	51.131	8
New Curriculum	51.674	12

15. Husband's Occupation Versus Other Variables

Husband's Education	888.530	30
Satisfaction with Program	73.113	24
Self-Satisfaction	67.270	24
Realism (2nd Interview)	64.875	18
Primary Orientation (2nd Interview)	85.251	24
Future Plans	78.799	24
Self-Assessed Grades	69.546	12
Change in Curriculum Since Fall	73.880	12
New Curriculum	59.720	18

16. Husband's Education Versus Other Variables

Other Variables	Chi-Squared Value	Degree of Freedom
Satisfaction with Program	72.502	20
Self-Satisfaction	62.376	20
Realism (2nd Interview)	62.687	15
Primary Orientation (2nd Interview)	97.875	20
Future Plans	65.519	20
Self-Assessed Grades	73.860	10
Change in Curriculum Since Fall	61.799	10
New Curriculum	57.600	15

17. Satisfaction with Program Versys Other Variables

Realism (2nd Interview)	286.694	12
Primary Orientation (2nd Interview)	300.470	16
Future Plans	308.712	16
Self-Assessed Grades	278.938	8
Change in Curriculum Since Fall	275.485	8
New Curriculum	312.609	12

18. Self-Satisfaction Versus Other Variables

Realism (2nd Interview)	292.707	12
Primary Orientation (2nd Interview)	278.126	16
Future Plans	263.529	16
Self-Assessed Grades	296.814	8
Change in Curriculum Since Fall	245.951	8
New Curriculum	257.463	12

19. Realism (2nd Interview) Versus Other Variables

Other Variables	Chi-Squared Value	Degree of Freedom
Primary Orientation (2nd Interview)	293.248	12
Future Plans	266.787	12
Self-Assessed Grades	272.330	6
Change in Curriculum Since Fall	253.520	6
New Curriculum	257.085	9

20. Primary Orientation (2nd Interview) Versus Other Variables

Future Plans	279.325	16
Self-Assessed Grades	279.526	8
Change in Curriculum Since Fall	264.164	8
New Curriculum	272.904	12

21. Future Plans Versus Other Variables

Self-Assessed Grades	264.847	8
Change in Curriculum Since Fall	454.599	8
New Curriculum	434.914	12

22. Self-Assessed Grades Versus Other Variables

Change in Curriculum Since Fall	253.365	4
New Curriculum	253.771	6

23. Change in Curriculum Since Fall Versus Other Variables

New Curriculum	524.315	6

GLOSSARY OF TERMS

Academic Curriculum

Baccalaureate Oriented Programs

Community Colleges

1. Allegheny County Community College
2. Bucks County Community College
3. Community College of Philadelphia
4. Harrisburg Area Community College

Father's Education

1. Graduate Professional Training
2. Standard College or University Graduation
3. Partial College Training
4. High School Graduate
5. Partial High School
6. Junior High School
7. Less than 7 years of School
8. Deceased

Father's Occupation

Range 1: Executive, proprietor of large concerns, major professional.

Range 2: Business managers, proprietor of medium size business, and lesser professionals.

Range 3: Administrative personnel, small independent businesses, minor professionals.

Range 4: Clerical and sales workers, technicians, owners of small businesses.

Range 5: Skilled Manual Employees.

Range 6: Machine Operators and Semi-skilled Employees.

Range 7: Unskilled Employees.

Range 8: Not Employed.

Range 9: Deceased.

Future Plans

1. Continue in Program
2. Change Program
3. Marriage
4. Work

Marital Status

1. Married
2. Widowed
3. Divorced
4. Single

Marriage Plans	1. Plans to marry before finishing school 2. Plans to marry in future 3. Uncertain 4. Does not plan to marry 5. Does not apply (already married, divorced, or widowed) 6. No reply
Mother's Education	Same categorization as Father's Education
Mother's Occupation	Same categorization as Mother's Occupation
New Curriculum	Program the student changed to after leaving her original curriculum
Occupational Curriculums	1. Human Service Related Programs 2. Business--Commercial Related Programs
Primary Orientation (Holland Vocational Preference Inventory)	1. Realistic 2. Intellectual 3. Social 4. Conventional 5. Enterprising 6. Artistic 7. Not Interpretable
Primary SOAP Orientation	The one self-concept component among the four (social, occupational, academic, and personal) that seems to be most prominent in the student's personality.
Realistic	A detected consistency between student aspirations and abilities as displayed by interviews and grades.
Satisfaction with Program	1. Very Satisfied 2. Satisfied 3. Dissatisfied 4. Very Dissatisfied
Self-Satisfaction	Same categories as Satisfaction with Program
Secondary Orientation (Holland Vocational Preference Inventory)	Same as Primary Orientation (Holland Vocational Preference Inventory)
SOAP	Social, occupational, academic, personal components of the students' self-concept.

Social Class

Computed from: Father's Occupation (7X) + Father's Education (4X) = Social Class

7X + 4X = Social Class

Range 1 = 11 - 17 (lowest)

Range 2 = 18 - 27

Range 3 = 28 - 43

Range 4 = 44 - 60

Range 5 = 61 - 77 (highest)